

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, statement of research questions, objectives of the study, the significance of the study, and scopes and limitation of the study. Each of the subchapters has different explanations which is important the academic rationale of the study.

1.1 Background of the Study

Language is a means of communication which is used to express purpose to others with provide some ideas, thoughts and feelings. We can interact, communicate, and increase it with high loyalty to other people. Therefore, a language that we used will be easier to understand. The importance of learning and mastering a good language is able to increase the relationships and closeness persuasively each other. It always takes place within some sort of social contexts in any communications. An understanding and appreciation of the connections between a language and the people who used, it becomes a way to effective in communication (Rina, 2017).

Communication is a process where someone is able to convey any information to others and it is connected to the surrounding environment. Basically, communication will be effective and easily to be understood if each participant understands what will be communicated. Participants often convey their idea or

intention based on his role in the communication. The two-way communication between participants relates to the power of each participant.

According to Fairclough (1989), power can be viewed in three levels of social organizations: situational, institutional and societal. Both of those three levels have any pieces of discourse that should be interpreted. It means that individuals and groups have different interests which make them engage with each other.

Nowadays, interaction happens in every place such as classroom, office, hospital, etc. And every person has important role in that interaction. For example, the interaction in academic institution between teacher and students. They have their own language to interact each other. In common sense, each of them has different power in which teacher has more power than students in classroom.

One of academic institutions is Islamic boarding school. Islamic Boarding school is an educational institution for *Santri* who are cared for by *Kiai* who live or in one location. It is a kind of Islamic education and teaching in which there is interaction between the *Kiai* as teachers and *Santri* as students. The interaction happens between *Kiai* and *Santri* in Islamic Boarding School. The interaction is not always done in classroom but also in any place in Islamic boarding school such as mosque, *Kiai*'s house, and so on. Actually, interaction itself has a structure of transaction, exchange, move, act (Sinclair & Coulthard, 1975). There are indicators that cause the power relations used by *Kiai* and *Santri* in their interaction. For example, the use of swearing words when *Santri* breaks the rules of Islamic Boarding School, the way *Kiai* gives warning to the *Santri*, and etc.

Considering the phenomenon above, the researcher conducts the study of power relations between *Kiai* and *Santri* in Banyuwangi Islamic Boarding School. This boarding school is the biggest and the oldest one in Madura which located in Potoan Daya, Palengaan, Pamekasan. This boarding school has educational stage such as *Madrasah Ibtidaiyah*, *Madrasah Tsanawiyah*, *Madrasah Aliyah*, and private high school. Moreover, this boarding school also focuses on Salafiyah academic such as tahfidz, learning yellow book, classical book, and so forth. This boarding school is occupied by *Santri* from various backgrounds regions. This boarding school has various activities in everyday. Everyday the *Santri* are arranged in such a way to carry out activities based on the predetermined rules, so there is no time is wasted. From those activities, *Kiai* and *Santri* build a conversation where in that conversation shows any power whether *Kiai* empower *Santri* or even *Santri* can empower *Kiai*. So from that cases, the researcher interests to analyze all language elements which appear in *Kiai* and *Santri's* conversation such as transitivity, modality, and pronoun which show power relations.

From the above explanation, it is worth to conduct the research related to the language elements used by *Kiai* and *Santri* to negotiate their power from critical discourse analysis.

1.2 Research of the Problems

Based on the background of the study above, the researcher formulates research questions as follows :

1. What are language elements used by *Kiai* and *Santri* which show power relations?
2. How do the language elements show their power relations?

1.3 Objectives of the Study

Based on the statement of research problems above, the objectives of this research are :

1. To describe the language elements used by *Kiai* and *Santri* which show power relations.
2. To explain language elements which show power relations.

1.4 Significances of the Study

This study has two significances such as theoretical significance and practical significance. Theoretically, the result of this study can give contribution and information in linguistic research to the readers about power relationship between *Kiai* and *Santri* in Islamic Boarding School from critical discourse analysis point of view. Practically, this study can be used as a reference for other researchers who want to conduct a research about power relation from critical discourse analysis.

1.5 Scope and Limitation of the Study

This study is Discourse Analysis field which focuses on critical discourse analysis approach especially power relationship between *Kiai* and *Santri* in

Banyuwanyar Islamic Boarding School. The limitation of this study only interaction between *Kiai* and *Santri* during all activities in Islamic Boarding School. The activities consist of reciting Qur'an after *subuh*, classroom activities in senior high school, learning yellow book activities in the afternoon, additional class activities like English and Arabic course after *Isya'*, and learning time at 9-10PM. This study uses theory of Fairclough to find out the language elements used by *Kiai* and *Santri* and supported by Van Dijk's theory.